

## Selected Bibliography of Additional Resources

### Kentucky Reports and Information

**“An Assessment of Postsecondary Education Reform in Kentucky.”** National Center for Higher Education Management Systems for the Prichard Committee for Academic Excellence, October 15, 2002. [http://www.prichardcommittee.org/Portals/1059/Publications/postsec\\_reform.pdf](http://www.prichardcommittee.org/Portals/1059/Publications/postsec_reform.pdf)

*The report finds that while Kentucky is making progress, it will take a sustained commitment over a 10- to 20-year period to raise the standard of living of all Kentucky to levels at or above the national average. Top priorities include sustaining the focus on the Public Agenda and strengthening and deepening the commitment to reform.*

**“College Affordability in Kentucky.”** Prepared for the Council on Postsecondary Education by JBL Associates. September 18, 2005. <http://cpe.ky.gov/NR/ronlyres/1C71A0D8-68E6-4CAF-89A4-F774485D878B/0/IXAAffordabilityAttachReport.pdf>

*The study concludes that by most measures, Kentucky higher education is within reasonable range of affordability for most full-time students. The biggest exception to this is independent students (those not claimed as dependents by their parents) in the lowest income group, who do not receive as much state aid as dependent students. In addition, independent students face a higher net price that requires more borrowing. Some dependent students in the lowest income quartile attending 4-year public or private institutions are at the margins of affordability.*

**“The Costs of College and High School Textbooks in Kentucky.”** Program Review and Investigations Committee, August 14, 2008. <http://www.lrc.ky.gov/lrcpubs/RR356.pdf>

*With regard to college textbooks, various factors contribute to price increases. The development of supplements to traditional textbooks—such as online homework, study guides, and CD-ROMs—best explain the increases. Publishers indicate that instructors’ demand for supplements is growing as they deal with fewer graduate assistants and more students who need greater assistance. Others argue that frequent textbook revisions limit instructors’ ability to select books that can be purchased as used.*

**“Double the Numbers: Kentucky’s Plan to Increase College Graduates.”** Council on Postsecondary Education, October 2007. <http://cpe.ky.gov/NR/ronlyres/76889317-86C5-4AFF-9046-AD95E4137602/0/DoubletheNumbersPlanFINALNov15.pdf>

*The report outlines five essential strategies for doubling the number of bachelor’s degree holders in Kentucky by 2020: 1.) Raise high school graduation rates. 2.) Increase the number of GED graduates and transition more of them to college. 3.) Enroll more first-time students in KCTCS and transfer them to a four-year program. 4.) Increase the number of Kentuckians going to and completing college. 5.) Attract college-educated workers from outside the state through job creation.*

**“2008 KEES Data Report.”** KHEAA, January 2008. [http://www.kheaa.com/pdf/reports/kees\\_2007.pdf](http://www.kheaa.com/pdf/reports/kees_2007.pdf)

**“Observations of College Affordability (PowerPoint).”** Presentation to the Council on Postsecondary Education, February 26, 2008. [http://cpe.ky.gov/NR/ronlyres/42707A5B-4916-4ADD-A74C-97E2FB9ED068/0/AffordabilityPresentation\\_CPE.pdf](http://cpe.ky.gov/NR/ronlyres/42707A5B-4916-4ADD-A74C-97E2FB9ED068/0/AffordabilityPresentation_CPE.pdf)

**“Paying for College in Kentucky (PowerPoint).”** Presentation to the Council on Postsecondary Education by Sandy Baum, February 26, 2008. [http://cpe.ky.gov/NR/ronlyres/E757B02A-3272-4EED-AA37-8B3DD2580C54/0/AffordabilityPresentation\\_Baum.pdf](http://cpe.ky.gov/NR/ronlyres/E757B02A-3272-4EED-AA37-8B3DD2580C54/0/AffordabilityPresentation_Baum.pdf)

**“Recent Kentucky Tuition Increases May Prevent the Achievement of the Commonwealth’s 2020 Postsecondary Education Goals.” Kentucky Auditor of Public Accounts, Division of Performance Audit Briefing Reports. September 17, 2007.**

[http://www.auditor.ky.gov/Public/Audit\\_Reports/Archive/2007TuitionBriefing-Performance.pdf](http://www.auditor.ky.gov/Public/Audit_Reports/Archive/2007TuitionBriefing-Performance.pdf)

*The study concludes that tuition policy decisions at the state and institutional levels are having a detrimental impact on the achievement of the 2020 postsecondary education goals. Growth in undergraduate enrollment in Kentucky’s four-year institutions has slowed, and nonresident enrollment is growing at a higher rate than resident enrollment.*

**“Report of the Task Force on Postsecondary Education,” Kentucky Chamber of Commerce, December 4, 2007. <http://www.kychamber.com/docs/governmentaffairs/postsecondaryreport.pdf>**

*The report issues ten recommendations for improving postsecondary education in Kentucky, including a recommendation to simplify and consolidate state financial aid programs.*

**“Securing Kentucky’s Future: A Plan for Improving College Readiness and Success.” Final Report of the Kentucky Developmental Education Task Force. Council on Postsecondary Education. February 2007.**

[http://cpe.ky.gov/NR/rdonlyres/CBAA5350-E515-42E2-8D8B-B5E61286135C/0/DevEdTaskForce\\_FullReport\\_FINALFORWEB.pdf](http://cpe.ky.gov/NR/rdonlyres/CBAA5350-E515-42E2-8D8B-B5E61286135C/0/DevEdTaskForce_FullReport_FINALFORWEB.pdf)

*The task force issued six recommendations for improving developmental education in Kentucky: 1.) Update college admissions regulations. 2.) Create an integrated accountability system tied to performance funding. 3.) Fund infrastructure improvement. 4.) Align college readiness standards and tie them to educator professional development. 5.) Better link educator preparation to college readiness. 6.) Develop early student interventions.*

**“Student Financial Aid Data Report, 2002-03 through 2006-07.” KHEAA, April 2008.**

[http://www.kheaa.com/pdf/reports/report\\_200804.pdf](http://www.kheaa.com/pdf/reports/report_200804.pdf)

**“A Study of the Kentucky Educational Excellence Scholarship Program,” Kentucky Legislative Research Commission, Research Report No. 317, December 2003. <http://www.lrc.ky.gov/Lrcpubs/RR317.pdf>**

*The report issues four recommendations for KEES: 1.) Give priority to funding the need-based student financial aid programs over the merit-based KEES program in the event that no funds beyond net lottery proceeds are made available for student financial aid, and net lottery proceeds are insufficient to meet program needs. 2.) Use a student’s numeric grade score average rather than grade point average to determine annual KEES base amount, beginning with the ninth-grade class for the 2005-2006 school year. 3.) Permit high school students to use projected KEES awards to pay for dual credit courses. 4.) Permit high school students to use projected KEES awards to pay for the cost of taking Advanced Placement exams.*

## **National Reports and Information**

### **The Advisory Committee on Student Financial Assistance. (2008, July). "Early and Often: Designing a Comprehensive System of Financial Aid Information."**

<http://www.ed.gov/about/bdscomm/list/acsfa/earlyoftenreport.pdf>

*The report lays out a set of ten guidelines to help practitioners tailor delivery of early financial aid information: intervene by 6th grade and continue through high school; involve parents and families in the college-going process; mentor each student; complete the FAFSA; adapt the program to the individual school community; integrate language and cultural differences; partner with community organizations; encourage peer integration; formulate program evaluation standards; and discuss financial literacy alongside financial aid.*

### **The Advisory Committee on Student Financial Assistance. (2008, May). "Transition Matters: Community College to Bachelor's Degree."**

<http://www.ed.gov/about/bdscomm/list/acsfa/transmattfullrpt.pdf>

*The Advisory Committee on Student Financial Assistance noted three critical transition points for students who start at a community college and intend to obtain a bachelor's degree: enrollment, persistence, and transfer. Students encounter barriers at each stage that often prevent them from attaining a degree, barriers that fall into five categories: academic, social, informational, complexity, and financial. In this proceedings report, the Committee has identified and described multiple practices that reduce barriers, and, in so doing, enable enrollment, ensure persistence, and facilitate transfer. This report details the proceedings of the Advisory Committee's Community College Symposium, held on December 10, 2007 in Washington DC.*

### **The Advisory Committee on Student Financial Assistance. (2007, May). "Turn the Page: Making College Textbooks More Affordable."**

<http://www.ed.gov/about/bdscomm/list/acsfa/turnthepage.pdf>

*A variety of actions are underway across the country to lower the burden on students and parents of yearly outlays for textbooks and learning materials. These initiatives range from textbook rental programs to the use of no-cost content whenever possible, to ensuring sufficient financial aid to cover textbook expenses for students who cannot afford them. Certain efforts in particular, such as collaboration among faculty and institutions, innovations in alternative textbook formats among traditional and nontraditional publishers, and the increasing use of digital technology to meet student and faculty demands for appropriate learning materials are noted as beneficial to students*

### **The Advisory Committee on Student Financial Assistance. (2006, September). "Mortgaging Our Future: How Financial Barriers to College Undercut America's Global Competitiveness."**

<http://www.ed.gov/about/bdscomm/list/acsfa/mof.pdf>

*Given the importance of maintaining America's competitiveness, proposals aimed at lowering financial barriers through increased need-based aid from all sources should receive top priority. Policy implications include reinvigorating the access and persistence partnership to increase need-based aid from all sources; restraining increases in the price of college and offsetting increases with need-based student aid; moderating the trend toward merit-based aid and the increasing reliance on loans; reducing financial barriers to transfer from two-year to four-year colleges; strengthening early intervention programs for low- and moderate-income students; and investing in efficient and productive remediation.*

### **Bell, J.D., Blanco, C.D., Conger, S.B., et al. (2008, February). "Integrating Higher Education Financial Aid and Financing Policy." Western Interstate Commission for Higher Education.**

[http://www.wiche.edu/Policy/Changing\\_direction/documents/Integrating-CaseStudies2008.pdf](http://www.wiche.edu/Policy/Changing_direction/documents/Integrating-CaseStudies2008.pdf)

*The Western Interstate Commission for Higher Education (WICHE) chose 14 states for the project and worked closely with each for a two-year period to develop a more comprehensive state policymaking framework and process so that policies related to appropriations, tuition, and financial aid were better aligned, occurred in an environment of collaboration, and supported state goals for higher education. Three cohorts of states were*

*chosen: Arizona, Connecticut, Florida, Oregon, Missouri (first cohort); Hawaii, Idaho, Tennessee, Louisiana, Oklahoma (Second Cohort); Washington, California, Kentucky, and New Mexico (Third Cohort). WICHE documented the varied progress made in each of these states and shared lessons learned.*

**Callan, P.M., Newell, P.T., Finney, J.E., & Jones, D.P. (2007, November). "Improving Outcomes and Reducing Costs in Higher Education: A Guide for Policymakers." The National Center for Public Policy and Higher Education and The National Center for Higher Education Management Systems.**

[http://www.highereducation.org/reports/Policy\\_Practice/GPGP.pdf](http://www.highereducation.org/reports/Policy_Practice/GPGP.pdf)

*Part I of Good Policy, Good Practice provides real world examples of three strategies, programs, and practices that can raise educational productivity, including: improving the preparation of high school students for college-level work and that of adults for college-level learning; streamlining the educational process, including curriculum and course redesign, for greater educational productivity and cost-effectiveness; accommodating enrollment growth through a focus on high-quality, cost-effective undergraduate education; avoiding "mission creep" and increases in research capacity at the expense of productivity and undergraduate growth; encouraging collaboration to address unmet educational needs and underserved regions; assuring effective utilization of facilities; and encouraging and creating new institutions and systems of educational delivery. Part II of Good Policy, Good Practice describes the levers that state policymakers can use, directly and indirectly, to influence improvements. Issue areas focus on planning, leadership, finance, regulatory policies, accountability, and governance.*

**"Clearing Paths to College Degrees: Transfer Policies in the SREB States." (2007). Southern Regional Education Board. Challenge to Lead Series.**

[http://www.sreb.org/main/goals/Publications/07E06\\_Clear\\_Paths.pdf](http://www.sreb.org/main/goals/Publications/07E06_Clear_Paths.pdf)

*This report looks at actions SREB states have taken in recent years to improve the connections between public two- and four-year colleges, and it offers suggestions on what needs to happen next. The report calls on states to ask two questions- (1) What are the key statewide agreements and policies that help students move from one college to another — and does my state have them? (2) How does my state know whether students are able to make smooth transfers? Keys for successful transfer programs include the following elements: transfer/articulation committees; statewide core curriculum; common course numbering systems; transfer guides; guarantees of transfer; transfer counselor networks; appeals procedures; monitoring and auditing systems; and faculty involvement. Two new transfer topics noted issues with career and technical associate's and bachelor's degrees, as well as credit from nationally accredited, specialized or for-profit institutions.*

**The College Board (2008, September). "Fulfilling the Commitment: Recommendations for Reforming Federal Student Aid." <http://professionals.collegeboard.com/profdownload/rethinking-stu-aid-fulfilling-commitment-recommendations.pdf>**

*The report includes recommendations from the College Board's Rethinking Student Aid panel: (1) Simplifying the student aid application process by eliminating the Free Application for Federal Student Aid and obtaining all needed financial information from the Internal Revenue Service. (2) Basing Pell Grant awards wholly on family size and adjusted gross income (rather than other assets) and linking increases in the value of the maximum Pell Grant to annual changes in the Consumer Price Index. Families that receive "means-tested" public benefits would qualify automatically for Pell Grants. Other programs linked to the Pell Grant, like the recently established Academic Competitiveness, SMART and TEACH Grants, would be eliminated and the funds folded into Pell. (3) Combining all education tax credits and deductions into a single (nonrefundable) tax credit and allowing the credit to be used to cover college-related expenses other than tuition and fees. (4) Ending the in-school interest subsidy on student loans and redirecting the billions saved from that measure toward helping students repay their loans through measures that shift bigger payments toward later years, when most borrowers are earning more. (5) Establishing tax-free college savings accounts (into which the federal government would contribute each year) for children from low-income backgrounds whose financial circumstances would make them eligible for Pell Grants if they were of college age. The funds could be used only for postsecondary education but could be used at any point in life. (6) Creating block grants for colleges,*

*based on the proportion of Pell-eligible students they enroll and retain to the second year, that provide "incentive" funds the institutions can use in a variety of ways to help low- and moderate-income students. Under the College Board panel's plan, the block grants would eventually replace the existing campus-based financial aid programs: Perkins Loans, Supplemental Educational Opportunity Grants, and Federal Work Study.*

**De La Rosa, M.L. & Tierney, W.G. (2006). "Breaking through the Barriers to College: Empowering Low-Income Communities, Schools, and Families for College Opportunity and Student Financial Aid." USC Center for Higher Education Policy Analysis.**

[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/34/f0/8d.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/34/f0/8d.pdf)

*The Center for Higher Education Policy Analysis (CHEPA) of the Rossier School of Education at the University of Southern California directed a three-year research initiative, Financial Aid and College Access, to analyze the financial aid processes for low-income students and their families. The six challenges related to this process are: (1) Students in part make college-related decisions based on their perceptions of financial aid availability; (2) A high school's culture of preparation makes a difference in students' access to college and financial aid-related information; (3) Students need accurate and timely information about college and financial aid; (4) Group seminars on financial aid information can be helpful in concert with follow-up sessions, but cannot supplant one-on-one support and counseling; (5) Even after applying for college and financial aid, many students require individualized, sustained support throughout the process; and (6) Parents require information and knowledge about college and financial aid. For each challenge, the authors outline specific strategies that communities, schools, students, and parents can use to overcome the complexity of applying for college and financial aid.*

**"High school to college to careers: aligning state policies SREB 2007." Southern Regional Education Board. Challenge to Lead Series.**

[http://www.sreb.org/main/Goals/Publications/06E20\\_Aligning\\_2007.pdf](http://www.sreb.org/main/Goals/Publications/06E20_Aligning_2007.pdf)

*Getting Students Ready for College and Careers recommends better alignment of the policies that guide students from high school to college and careers. Building on that report, this report provides a one-page summary of each SREB state's current policies, programs and requirements for high school completion and readiness for college study. State information includes: high school graduation requirements; early outreach programs (both federally funded and state-sponsored) that encourage students in the middle grades and high school to prepare for college; joint enrollment opportunities that enable high school students to take college level courses and earn college credit; college admission and placement requirements; feedback reports through which colleges notify individual high schools of how their graduates performed in college; and state financial aid priorities and statewide, merit-based scholarship programs for all students who meet specific criteria.*

**H.R. 4137: Textbooks. U.S. PIRGs, the Federation of State Public Interest Research Groups.**

<http://www.uspirg.org/static/PIRG%204137.pdf>

<http://www.uspirg.org/higher-education/affordable-textbooks>

*Beginning in 2010, students around the country may see lower textbook cost for higher education due to the passage of HR 4137, the Higher Education Opportunity Act of 2008, which was signed into law on August 14, 2008. Section 110 of the law addresses textbook affordability, including pricing information disclosure, unbundling, and ISBN disclosure.*

**Kirsch, I., Braun, H., Yamamoto, K., & Sum, A. (2007, January). "America's Perfect Storm: Three Forces Changing Our Nation's Future." Educational Testing Service.**

[http://www.ets.org/Media/Education\\_Topics/pdf/AmericasPerfectStorm.pdf](http://www.ets.org/Media/Education_Topics/pdf/AmericasPerfectStorm.pdf)

*The authors document and describe three forces changing the nation's future: divergent skill distributions among U.S. population groups, a changing economy, and demographic trends of a growing, more diverse population. They project the impact of these interactions upon the nation 25 years into the future. The authors argue that it is both the growth of human capital and how it is distributed that is important for the United States.*



**Reindl, T. (2007, March). "Hitting Home: Quality, Cost, and Access Challenges Confronting Higher Education Today." Making Opportunity Affordable.**

[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/29/86/4e.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/86/4e.pdf)

*The multi-year Making Opportunity Affordable initiative supported by the Lumina Foundation for Education aims to provide research, tools, and support to help states and institutions transform how they deliver postsecondary education to serve more students without reducing quality. Suggested strategies include: strengthening inter-institutional collaboration through comprehensive approaches to articulation and transfer; focusing resources on core academic priorities; streamlining student transitions from K-12 to postsecondary education; promoting timely degree completion; and redesigning academic programs to improve student results while reducing costs.*

**Russell, A. (2008, August). "Enhancing College Student Success through Developmental Education." American Association of State Colleges and Universities.**

<http://www.aascu.org/media/pm/pdf/pmaug08.pdf>

*Today, there are a number of emerging best practices that offer more options and services to meet the differing needs of students. These include using a variety of teaching strategies; offering tutoring and academic advising in addition to classroom experiences; offering alternative delivery modes including self-paced, modular and online approaches; and more extensive learning communities. Mathematics development is the area of greatest need at four-year institutions, and improved delivery of basic skills courses can have a big impact.*

**State Higher Education Executive Officers. "State Higher Education Finance FY 2007."**

[http://www.sheeo.org/finance/shef\\_fy07.pdf](http://www.sheeo.org/finance/shef_fy07.pdf)

*This report presents the results of the fifth annual survey of state support for higher education.*

**United States Department of Education. "A Test of Leadership: Charting the Future of U.S. Higher Education." A Report of the Commission Appointed by Secretary of Education Margaret Spellings. September 2006.** <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

*The report presents the findings of the commission, organized around four central issues in higher education: access, affordability, quality, and accountability.*

**Wellman, J.V., Desrochers, D.M. & Lenihan, C.M. (2008). "The Growing Imbalance: Recent Trends in Postsecondary Education Finance." Delta Project on Postsecondary Education Costs, Productivity and Accountability.**

[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/3d/9e/ff.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3d/9e/ff.pdf)

*The work described in this report is part of the national Making Opportunity Affordable (MOA) initiative, funded by the Lumina Foundation. The report concludes that where tuition spending is increasing, it is not for the most part going into core academic programs; the greatest increases have been in contracted funding for research and public service and for institutional aid. The report notes that in order to contain costs to students, institutions need to both contain spending and maintain the student share of total costs.*

**"2008 Public Policy Agenda." American Association of State Colleges and Universities (AASCU).**

[http://www.aascu.org/media/pdf/08\\_ppa.pdf](http://www.aascu.org/media/pdf/08_ppa.pdf)

*The 2008 AASCU Public Policy Agenda discusses four topical areas: affordability, access, accountability, and competitiveness. Affordability topics include information on grants, loans, and tax policies. Access issue areas include federal and state programs on minority, veterans, rural populations, pipelines to graduate schools, and undocumented students. AASCU supports the Voluntary System of Accountability (VSA) and addresses issues of transparency and reducing financial aid fraud. With regard to competitiveness, the AASCU recommends incentives for teacher recruitment and retention strategies including service-payback models and loan forgiveness with a noted focus on STEM fields.*